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ABSTRACT

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Phonemic Awareness and Phonics module clarifies that skilled readers are accurate and automatic decoders (i.e., they have the alphabetic principle). Phonics instruction must empower all learners to be both accurate and automatic. Accurate and automatic decoders are then able to become fluent readers whose minds are "free" to concentrate on building meaning. Any student who is not an accurate and automatic decoder and/or who does not spell well can benefit from phonics instruction. Sections of the module, and associated objectives, are: (1) "Phonological Awareness and Assessment of Decoding Skill" (know how to recognize, count, segment, blend, and manipulate the phonemes of any English words; and know how to assess decoding skill and to use this information to guide instruction); (2) "Phonics Instruction and Decodable Texts" (how to recognize, secure, and use decodable texts; how to teach blending; how to provide systematic, explicit phonics instruction; how to facilitate the decoding of multisyllabic words; how to integrate phonics instruction in the context of an integrated reading lesson format; how to respond to oral reading errors in ways that are appropriate to the nature of the error, the purpose of that particular lesson, and the needs of the learner at the moment; and how to develop fluency in reading through use of decodable texts, extensive amounts of reading, multiple re-reading of printed material, and reading at independent and instructional levels); and (3) "Teaching Spelling" (how to teach spelling in ways that enhance decoding, strengthen visual imagery, and give appropriate emphasis to spelling rules and patterns). Appendixes contain English phonemes and example words; a glossary of terms; a list of phonemic awareness resources and decodable text resources; and a blank form for timed reading. (RS)

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ED 464 367

PHONEMIC AWARENESS AND PHONICS INSTRUCTION

GRADES 2-3

Alabama Reading Initiative

(Version: 2001)

Presenter:

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CS 511 127

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2. Know how to assess decoding skill and to use this information to guide instruction.

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Participants will:

3. Know how to recognize, secure, and use decodable texts.

4. Know how to teach blending.

5. Know how to provide "systematic," "explicit" phonics instruction.

6. Know how to facilitate the decoding of multisyllable words.

7. Know how to integrate phonics instruction in the context of an integrated reading lesson format.

8. Know how to respond to oral reading errors in ways that are appropriate to the nature of the error, the purpose of the particular lesson, and the needs of the learner at the moment.

9. Know how to develop fluency in reading through use of decodable texts; extensive amounts of reading; multiple re-reading of printed material; and reading at independent and instructional levels.

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Participants will:

10. Know how to teach spelling in ways that enhance decoding, strengthen visual imagery, and give appropriate emphasis to spelling rules and patterns.

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Section 1: PHONEMIC AWARENESS AND ASSESSMENT OF DECODING SKILL

Phonemic Awareness Goal

1. Participants will know how to recognize, count, segment, blend, and manipulate the phonemes of any English words. (Teachers **must** be able to do these things before teaching phonemic awareness to students.)

Assumptions

1. Because English is an alphabetic language, it uses a small group of symbols (26 letters of the alphabet) and combinations of those symbols to represent speech sounds (phonemes).

2. Using an alphabetic language requires sufficient familiarity with phonemes to recognize them in spoken words. Once the phonemes are recognized, they can be "mapped" with letters and then translated back into phonemes.

3. There is a body of knowledge that teachers must have to effectively teach phonological awareness and phonemic awareness to their students. This includes:
   - a common vocabulary for talking about phonological awareness.
   - the ability to recognize, count, and manipulate the phonemes of English words.
   - a sequence of instruction that progresses logically.
   - a repertoire of instructional activities that are engaging and effective.

Research Findings

1. When faced with an alphabetic script, the child's level of phonemic awareness on entering school is widely held to be the strongest single predictor of the success she or he will experience in learning to read (Adams & Bruck, 1995, p. 15).

2. Phonemic awareness is not merely a solitary insight or ability. . . . Some phonemic abilities (such as phoneme blending) appear to be prerequisites to learning to read, while other abilities (such as identifying the number of phonemes in a word) are later augmented by print exposure (Perfetti, Beck, Bell, & Hughes, 1987, as cited in Juel, 1996).

3. Although some children may need training in phonological awareness that goes beyond the kindergarten and first-grade year, "rather than providing this training in the context of oral language activities that might be appropriate for kindergarten and Grade 1, a more efficient approach might involve code-oriented reading instruction in which the connections between print and speech are made explicit" (Blachmann, 2000, citing Wagner, Torgenson, Rashotte, Hecht, Barker, Burgess, Donahue, & Garon, 1997).

Notes to Presenters: Facilitate a discussion of the three research findings. Ask participants to underline the words and/or phrases that are most important or that create concern. Have participants share their thinking with others.

Clarifying Key Terms*

1. Phoneme

a) Study the following definitions of a phoneme. Identify the parts that are most meaningful to you. Explain why.
   - A basic vocal gesture from which words in a language are composed (ARI, 2000).
   - The smallest unit of speech that makes a difference in meaning (ARI, 1999).
   - A speech sound that combines with others in a language system to make words (Moats, 2000, p. 233).

b) Provide two examples of phonemes.

2. Phonemic Awareness

a) Study the following definitions of phonemic awareness. Identify the parts that are most meaningful to you. Explain why.
   - The recognition of the features, identity, and order of phonemes when they occur in words (ARI, 2000).
   - The ability to recognize that words are made up of a discrete set of sounds and to manipulate sounds (Cunningham, 2000, p. 3).

b) Provide a specific example of a how a child might demonstrate phonemic awareness.

c) Why does phonemic awareness matter?

*** Definitions used on pages 2-3 are from the following sources:**

ARI Summer Institute Phonemic Awareness and Phonics Instruction modules (1999; 2000).
Cunningham, P.M. (2000). Phonics they use. 3rd Ed. New York: Longman.
Moats, L.C. (2000). Speech to print. Baltimore: Paul H. Brookes.

Notes to Presenters: Facilitate a discussion of the first item with the whole group. Divide into pairs and assign each pair one of the remaining terms. Ask each pair to prepare answers for their assigned term. Allow about five minutes for preparation before beginning the sharing. After the review of each term, ask participants to create a sentence (or sentences) that includes all the previously-reviewed terms.

3. Alphabetic Principle

a) Study the following definitions of the alphabetic principle. Identify the parts that are most meaningful to you. Explain why.
   - The recognition that there are consistent, though not entirely predictable, relationships between the letters of the alphabet and the phonemes of the language so that the letters in a spelling map out the phonemes in the pronunciation of a word (ARI, 2000).
   - The use of letters and letter combinations to represent phonemes in an orthography [a writing system] (Moats, 2000, p. 229).

b) Provide a specific example of how a child might demonstrate understanding of the alphabetic principle in reading.

c) Provide a specific example of how a child might demonstrate understanding of the alphabetic principle in writing.

d) Why does the alphabetic principle matter?

4. Systematic and Explicit Phonics Instruction

a) Study the following definitions of systematic and explicit phonics instruction.
   - Systematic Phonics Instruction – Decoding instruction that is orderly, planned, reasonably sequenced, and that gradually builds from simple elements to more complex structures (ARI, 2000).

   - Explicit Phonics Instruction – Decoding instruction that is teacher-directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points about the relationships between the letters of the alphabet and the phonemes of the language (ARI, 2000).

b) Describe a specific example of phonics instruction that is systematic and another example of phonics instruction that is <u>not</u> systematic.

c) Describe a specific example of a phonics lesson that is explicit and one that is <u>not</u> explicit.

d) Why does systematic and explicit phonics instruction matter?

Note to Presenters: Systematic and Explicit Phonics Instruction is an important term to clarify. Presenters may wish to postpone the discussion of these terms until the beginning of Section 2 found on page 10.

Survey of Linguistic Knowledge

1. For each word on the left, determine the number of syllables and the number of morphemes.

	syllables	*morphemes*
salamander	_____	_____
crocodile	_____	_____
unbelievable	_____	_____
finger	_____	_____
pies	_____	_____
gardener	_____	_____

2. How many phonemes are in the following words?

ox	_____
boil	_____
thank	_____
straight	_____
though	_____
shout	_____

3. What is the third speech sound in each of the following words?

boyfriend	_____
stood	_____
chalk	_____
badger	_____

4. List all the ways you can think of to spell long *a*.

_____

5. List all the ways you can think of to spell /k/.

_____

Adapted and used with permission from Louisa C. Moats.

Note to presenters: Use the definitions in the Glossary of Terms (p. 37) and the phoneme catalog (p.36) as references. Some presenters prefer to use this survey as a pretest prior to developing phonemic awareness in the participants (p. 5) and then as a post-test following the development of phonemic awareness in participants.

Activities for Teachers to Practice Phonemic Awareness

Recognize Phonemes

Segment and Count Phonemes

Blend Phonemes

Manipulate Phonemes

Note to presenters: Teachers must be able to perform the tasks outlined above in order to enable students to perform these tasks. To develop the capacities above in participants, use activities that are engaging for adult learners. Pause periodically for comment and reflection. Comment on

how your instruction is both systematic, explicit, and guided by the needs of the participants. Participants may take notes in the spaces provided. Participants need to be comfortable with the tasks above before presenters continue.

Assessment of Decoding Skill Goal

2. Participants will know how to assess decoding skill and to use this information to guide instruction.

Assumptions

1. In this section, we think of reading comprehension as the product of word recognition and listening comprehension. If we can read every word in a text effortlessly, then we will comprehend the text through reading just as well as we can understand it by listening. (See Gough, P. B., & Tunmer, W. E., 1986, "Decoding, Reading, and Reading Disability," in *Remedial and Special Education*, 7(1), 6-10.)

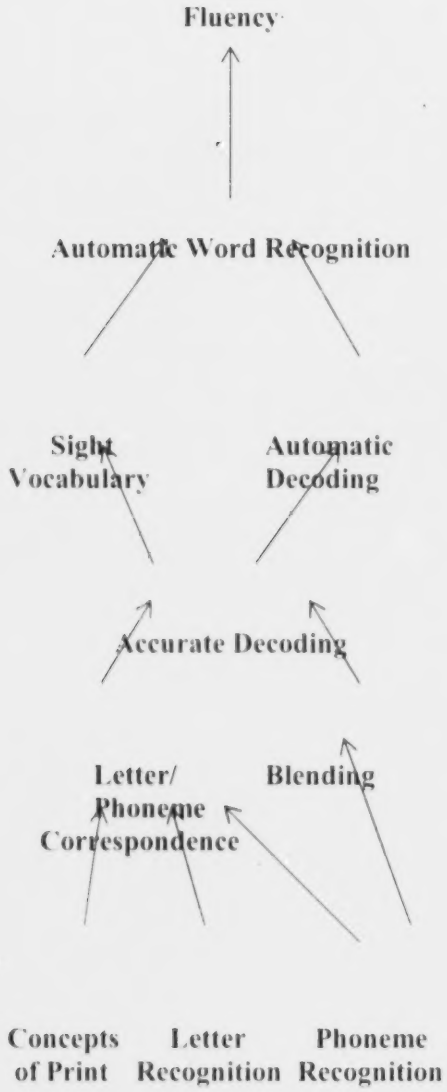
2. A student who is a decoding expert will be able to read with understanding to the limit of his/her spoken language comprehension. However, if the student has trouble either with reading the words or grasping the concepts and ideas by listening, he/she will be unable to read with comprehension.

3. The task in reading assessment is to find out where reading progress is stalled so that we can teach the strategies that allow the next step. For example, word recognition must be effortless and automatic to allow mental resources to attend to meaning. We should, therefore, test for automatic word recognition, e.g., with graded passages or word lists. If word recognition is not automatic, we should look at the student's decoding strategies, and other prerequisite processes, until we reach the source of the problem. This section utilizes a chart (p. 7) to show many of the skills that students need to be able to read words. If a student can perform any skill on the chart, we can usually assume that the student has accomplished the tasks on the lower levels of the chart.

4. Teachers should not be misled by dialect issues. The teacher must be aware of children's speech patterns and not infer from a dialect pronunciation a lack of decoding skill. For example, one child worked on decoding the word *strap* as follows: "/r/ /a/ /p/ … /t/ /r/ /a/ /p/ … /s/ /t/ /r/ /a/ /p/ ... Oh, yeah, like you *scrap* him into his car seat." This reader exhibited excellent decoding skills, especially blending. Moreover, the reader understood the word *strap* when he translated it into his familiar dialect.

Overview of Automatic Word Recognition Reading Assessment

SKILLS

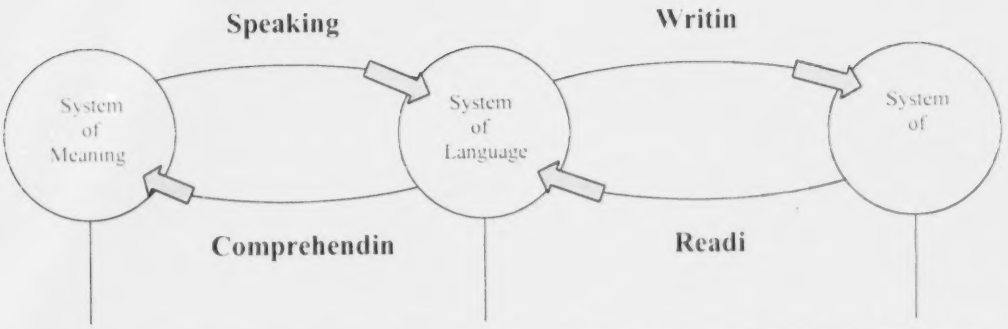


ASSESSMENT NOTES

- ❑ Reading Comprehension involves listening comprehension and automatic word recognition.
- ❑ Graded passages and the QRI yield information on the student's automatic word recognition, fluency, and reading comprehension.
- ❑ Assesser must determine whether interferences to reading comprehension are due to listening comprehension (insufficient overlap between speaker's and listener's system of meaning and/or systems of language and/or insufficient attention); inadequate decoding (accuracy, automaticity); and/or insufficient fluency and attention. (See diagram on p. 8.)
- ❑ Graded word lists and an analysis of oral reading errors yield information about accurate decoding.
- ❑ Informal assessments and observations may be needed to assess letter/phoneme correspondence and blending.

Note to Presenters: Presenters may introduce additional measures. However, for any assessment, participants should be able to locate what they are assessing on the skills chart above and identify why the information is needed. Remember, if a student can do a task, we can usually assume accomplishment of tasks listed lower on the chart.

Summary of Reading Interferences to Reading Comprehension



1. The reader's system of meaning does not overlap sufficiently with the author's system of meaning.	2. The reader's system of language (i.e., vocabulary, syntax, idioms) does not overlap sufficiently with the author's expression.	3. The reader lacks the power to say what each word requires. (Accuracy) 4. The reader is cumbersome in word recognition and does not identify words instantly. (Automaticity) 5. The reader fails to read with ease, appropriate speed, and phrasing, and, therefore, is unable to

IMPLICATION: At every stage of reading development, teachers must be able to identify whether the interferences to comprehension stem from the system of print, the system of language, the system of meaning and/or from inattention. Teachers must make certain that students recognize the source(s) of the interference and have the strategies necessary to overcome each type of interference

Notes Related to Assessment

Pseudoword Reading Test: Pretest version

Materials: Print the pseudowords below on plain cards or on a sheet of paper. Write the response on the line; you may have to invent a spelling. Do not help the reader decode the word in any way.

Directions: I'm going to show you some made up words. They aren't really words, but some people can read them anyway. Can you?

Interpretation: The ability to decode even one pseudoword shows that the reader knows how to sound and blend to recognize words. Successes in the first column show the ability to blend simple short vowel words. Successes in the second column show the ability to decode more complex long vowels signaled by digraphs or silent *e*. Successes in the third column show decoding mastery by recognition of sight chunks or analogizing. Miscue analysis will reveal missing correspondences.

fim _____	yain _____	snitting _____
sep _____	bire _____	bathtail _____
lat _____	nool _____	inteakness _____
dob _____	pote _____	overtodded _____
huz _____	jeek _____	rebenderable _____

Miscue Analysis

Miscues are simply oral reading mistakes, but mistakes can reveal a reader's strategies. For example, miscues that make sense in context show that the reader is reading for meaning.

Miscues are helpful in assessing word recognition because they reveal missing correspondences or ineffective decoding strategies. To analyze miscues for missing correspondences, write what the student said over the word he or she attempted, as you would write a fraction. For example, suppose Brittney read "B.J. *set* off for school" as "B.J. *seat* off for school."

Her miscue is: seat / set

A correspondence in the text word (at the bottom) that is not used in the word the student said (at the top) is a missing correspondence. In this case, Brittney is missing *e* = /e/ (short *e*).

Section 2: PHONICS INSTRUCTION AND DECODABLE TEXTS

Goals

3. Participants will know how to recognize, secure, and use decodable texts.

4. Participants will know how to teach blending.

5. Participants will know how to provide "systematic," "explicit" phonics instruction.

6. Participants will know how to facilitate the decoding of multisyllable words.

7. Participants will know how to integrate phonics instruction in the context of an integrated reading lesson format.

8. **Participants will know how to respond to oral reading errors in ways that are appropriate to the nature of the error, the purpose of the particular lesson, and the needs of the learner at the moment.**

9. Participants will know how to develop fluency in reading through use of decodable texts; extensive amounts of reading; multiple re-reading of printed material; and reading at independent and instructional levels.

Assumptions

1. Every reader must become expert at decoding words to build sight vocabulary and free up attention for constructing meaning. Though decoding expertise is essential, the methods of teaching decoding – phonics instruction – are many and varied. Children require different degrees of systematic progression, explicitness, and intensity.
2. Learners need phonics instruction if they have not made sense of the alphabetic principle, i.e., they do not know how to map the letters of the alphabet to the phonemes of the language. This includes all beginners and any students who have not yet mastered the alphabetic principle.

3. Readers demonstrate decoding expertise when they read accurately and fluently any material not previously seen that corresponds with their spoken language; when they read nonsense words (*sim, fep, rean, wope, fitsbandle)*; or when they decode words that they have not previously seen in print (*exanthema*). Decoding experts should "graduate" from phonics instruction and turn to more challenging texts, where interferences to comprehension may stem from insufficient overlap with the author's systems of meaning and the language used in the texts. Other interferences to overcome may be the reader's failure to exhibit appropriate comprehension strategies and sufficient attention required by challenging texts.
4. Some readers make sense of the alphabetic principle without formal phonics instruction. Such readers are typically the beneficiaries of rich preschool literacy experiences, through which they informally acquire letter recognition and phonemic awareness. These readers can move through phonics instruction more quickly than children who lack this rich literacy background.
5. Since reading comprehension is the product of listening comprehension and decoding skill, it makes sense that reading instruction should emphasize making sense of the code and expanding listening comprehension.
6. The best practice activity for struggling readers is reading books, and initially those books should have a high percentage of decodable words that are linked to their phonics lessons.
7. Decodable texts provide students opportunity to practice the phonics they are being taught, reinforce the alphabetic principle, lead to automaticity, and develop confident readers.
8. Decodable texts are used for a brief period of time.
9. The sequence of phonics instruction determines appropriate decodable texts.

Let's Define It

Decodable Texts – Printed material composed primarily of words that contain the letter/phoneme correspondences previously and/or presently being taught.

Note to Presenters: The success of this page is dependent upon the presence of various types of decodable texts. Efforts must be made to secure examples of decodable texts in which the English is not too constrained and in which a few sight words are used to increase the readability and appeal of the texts.

The Purposes of Phonics Instruction

1. To convey the logic of English spellings. Effective phonics instruction leads to mastery of the alphabetic principle.

2. To enable students to decode new words they encounter on their own. Effective phonics instruction leads to independence in word recognition.

What the Research Tells Us

1. Children given training in phonological sensitivity and/or alphabetic coding show superior outcomes on measures of comprehension and text reading as well as word recognition. (Stanovich, K. E. & Stanovich, P. J., 1995)

2. Research evidence supports the intuitively obvious view that skill in comprehension is highly correlated with skill in decoding of single words. (Liberman & Liberman, 1990)

3. Early attainment of decoding skill is important because early skill accuracy predicts later skill in reading comprehension. (Beck, Isabel & Juel, Connie, 1995)

4. Three maxims should be considered in the teaching of phonics:

   a. Do it early.
   b. Keep it simple.
   c. Finish by the end of grade 2.

   (Anderson, et al., Becoming a Nation of Readers, 1985)

Systematic Phonics – A Sample Progression

Consonants and short vowels
Examples: *sit, run, up, slip, drag, spent*

Consonant digraphs
Examples: *sh, ch, th, wh*

R-controlled vowels
Examples: f*ur*, c*are*, *or*, c*ar*

Schwa
Examples: moth*er*, *u*pon, wag*o*n, gard*e*n, *a* man, th*e* pet

Long vowels and their common spellings
Examples: *a*te, s*ee*, *i*ce, h*o*me, c*u*te, p*ai*n, s*oa*p, b*ea*d

Other vowels and their common spellings
Examples: *a*ll, s*aw*, h*ow*, b*oy*, t*oo*k, p*oo*l

Other common spellings for vowel and consonant sounds
Examples:

- soft c and g
- vowel "y" (Examples: funn*y*, m*y*)
- unsounded letters (such as *kn, gn, wr, gh, lk*)
- final clues (*ph, tion*)

Note to Presenters: Since there is no research base for recommending one sequence over another, this progression is only for illustrative purposes. In the sequence above, the schwa is introduced early to emphasize its importance in reading multisyllable words and the contributions it makes to oral reading fluency because of the frequency of articles (*a* and th*e*) in printed materials. Four activities need to be emphasized in connection with this page: (1) Clarify all terminology used above; (2) Have participants examine the passage on the next page to determine at what point on the progression this decodable text was written; (3) Have participants examine reading material used in their school to determine what sequence is used and how reasonable that sequence is; and (4) Discuss which sequences are most common in commercially available materials and how sensible or reasonable these sequences are.

A Tent in the Garden

Sam has a tent in the garden. Dad set it up. Sam lets his sister, Pat, sit in the tent with him.

At dusk, as the sun sets in the west, Sam and Pat step in the tent. The grass in the garden is wet, but a mat is on top of the grass in the tent. Sam and Pat sit on the mat.

Pat tells Sam that her cat is fantastic. Sam tells Pat that his pet frog swims in the bathtub.

At seven, Mom stops at the tent with a wagon. In Mom's wagon is dinner for the children.

Note to Presenters: This passage is provided so that participants can locate at which point in the sample progression it was written. The passage was written to illustrate that fairly interesting decodable texts can be written (with multisyllable words and a few sight words) before long vowels are introduced. Presenters may provide other examples of passages that correspond to some point in the progression. It is assumed that the words *is*, *his*, and *has* have been introduced early (as sight words or a common spelling for /z/.)

Explicit Teaching of Blending

Blending is the process by which we put phonemes together to make words. Modeling by the teacher is a vital step toward students' ability to blend on their own. There are three common approaches to the explicit teaching of blending:

1. **Successive Blending** – Start first with sustaining consonant sounds. This gives children something to hold on to as they learn to blend. Demonstrate how one continues the sound until the next sound is added, e.g., *mmmmmuuuuuuuug*. Letters, colored blocks, or other manipulatives may be used to provide visual cues for the children.

2. **Start With the Vowel** – To model, first sound the vowel. For example, if the word is soap, first pronounce *oa*. Then cover the *p* and blend *s – oa*, *soa*. Last, uncover the *p* and blend *soa-p*, *soap*. To help students blend, group the letters to lead readers through this sequence. First show only the vowel. Then put the initial consonants with the vowel and help students blend the onset-vowel chunk. Finally, reveal the final consonant(s), and have students blend it (or them) to finish the word.

3. **Onset/Rime** – This method is used after phonemes have been taught individually. It is helpful in leading students to recognize "chunks" of words. First, point to the letter(s) (*e.g., s, st,* etc.) that occur before the first vowel while you say or elicit the phoneme(s) for that letter(s). Then, blend the vowel with the remaining letter(s) (*op*). Finally, blend both parts together.

Attention to Dialect Differences

Differences between the dialect children speak at home and the dialect spoken at school and/or by their teacher can create difficulties for children learning to read. Dialect differences need to be viewed as regional variations, not as incorrect English.

Teachers need to develop sensitivity to dialect differences when teaching blending or any other explicit phonics lesson. Phonics instruction must be focused on the "logic" of the English writing system and on developing the students' appreciation of how the phonemes of words are spelled.

This can be especially difficult for dialect-speaking children. A teacher pointing out the "d" sound in the words "sold" or "find" can confuse Southerners who pronounce these words as "sol" and "fine." These kinds of confusions can be avoided if teachers become more aware of dialect differences.

Components of an Explicit Phonics Lesson

- Begin the lesson with a short **phonemic awareness warm-up** activity.

  Example:

- Focus on the new **correspondence** by stating, explaining, and modeling how to decode and spell words.

  Example:

- Have children practice **blending and spelling words** using the correspondence that is being studied that day.

  Example:

- Encourage recognition of the spelling connection through **connected writing activities** (e.g., dictation and composition).

  Example:

- Give opportunities to apply the day's lesson by reading **decodable text**.

  Example:

Note to Presenters: This is the single most important page in the Phonics Instruction Section. Presenters must model this procedure and make sure that the participants complete the page by writing next to "Example:" how the presenter modeled each step in the procedure. "Paul's Pet" (page 18) is included for presenters who choose to model the introduction of /aw/ and the common spellings found in b*a*ll and P*au*l. Next, participants should be paired to prepare an explicit phonics lesson. The next page can be used to guide their preparation. Lessons may be presented and discussed as time allows. Seek variety in the lessons shared and emphasize the procedure with each lesson. Writing can be incorporated into any stage of the lesson.

Components of an Explicit Phonics Lesson

- Begin the lesson with a short **phonemic awareness warm-up** activity.

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  Example:

- Give opportunities to apply the day's lesson by reading **decodable text**.

  Example:

Paul's Pet

Paul has a summertime pet. This is how Paul got his pet.

One day Paul and Austin lost a ball. "Where is the ball?" asked Paul. "Over by that tall maple tree," said Austin. Paul walked over to the tree to find the ball. Just then, he saw a baby bird fall to the ground. It had fallen out of its nest and was hurt. Paul picked the bird up and took it home. He made a birdhouse for it. Every winter it flies south because it is warmer there. Every summer when it comes back, it makes its nest in the house.

Guidelines for Dealing with Multisyllable Words

The ability to decode multisyllable words does not rely on the ability to apply rules as much as it does the ability to identify vowel sounds in a word. Each syllable contains one vowel sound. Consequently, the location of vowels enables students to take two important steps: (1) identify the chunks (usually syllables) and (2) identify the vowel phoneme, the main carrier of the sound of a chunk. Usually, the decoding of multisyllable words will be accomplished through three steps described below.

Step 1: Identify recognizable chunks.

Chunks are usually syllables, a single vowel sound accompanied by a consonant or consonants. As students read more, they learn to recognize chunks like *pre*, *in*, *ing* and *tion* automatically. Chunks found at the ending of words (e.g., ed, s, ly) are found easily and can be read first.

Step 2: Identify the appropriate vowel phoneme.

First, use spelling cues, and try the most common sounds for the vowel or the vowel combination (*ai, ow, ou, oo*). As students read more, they learn to recognize how chunks resemble other words or chunks that occur in known words. (Example: the word *finish* contains a chunk that looks like *pin* and a chunk that looks like *dish*.)

Step 3: Blend the chunks together and recognize the word.

Don't worry if the pronunciation is not quite right the first time. Usually a similar pronunciation is enough to trigger a known word, especially when the word is found in context. (Wagon may be read as "*wag*" "*on*" initially, but that pronunciation sounds close enough to the word *wagon* that it is usually recognized, especially in the context of a sentence or story.) As students read more, they learn how to deal with stressed and unstressed syllables.

Note to Presenters: Phonics is not an exact science. The goal of decoding is to generate a pronunciation that comes close. If phonics were a game of golf, decoding would get you on the green. Context and knowledge of the language will sink the putt. For example, if a reader makes *guillotine* rhyme with *pine*, that would be close enough to recognize the word in context, so long as the word being read is within the student's spoken/listening vocabulary.

Reduced Vowels in Unaccented Syllables

The ability to read multisyllable words requires students to deal with stressed (or accented) and unstressed (unaccented) syllables. Most unaccented syllables in English sound much like the first phoneme in up (/u/), referred to as "short u." Examples would be the last phoneme in *sofa*, the first phoneme in *upon*, and the second to last phoneme in *wagon*. This unstressed vowel is referred to as the "schwa" (/□/).

Less common is the unaccented syllable that resembles the first phoneme in *it* (/i/), called "short i." This phoneme can be heard as the next to last sound in most pronunciations of *chicken* and is written /i/. Most instructional material does not reference this unaccented vowel; in fact, some instructional material does not deal with unaccented syllables at all!

Helping students learn to decode multisyllable words generally requires teachers to have tools to make the task easy for students. The following suggestions will help.

1. Introduce unaccented syllables soon after students are comfortable with short vowels. Start with words in which the unaccented syllable is sounded like "short i" and spelled with the letter *i*.

it	ic	ish
rabbit	picnic	finish
visit	traffic	punish
	fantastic	selfish

2. Add other examples of words that contain short vowels and easy-to-read unaccented syllables such as the following:

er	est	en	on	ness
sadder	saddest	sadden	wagon	sadness
fresher	freshest	freshen	dragon	freshness
sicker	sickest	sicken	cannon	sickness
fatter	fattest	children	gallon	
		happen		
		kitten		
		chicken		

Note to the Teacher: There is no research to support this progression of instruction for unaccented syllables. It is illustrative only of a common-sense approach that builds from simple to more complex and allows early readers to decode multisyllable words. Participants can discuss the merits of this progression as well as the progression they employ to empower learners to read words that contain unaccented syllables.

et	ful	y	ly
pocket	restful	daddy	sadly
rocket	thankful	Billy	swiftly
puppet		rocky	
ticket		puppy	
		funny	
		penny	
		sunny	
		lucky	
		happy	

3. Teach students to recognize final syllables that are unaccented and sounded as /□l/ and their common spellings.

el	al ..	le
travel	pedal	candle
camel	metal	handle
nickel	signal	riddle
tunnel		tickle
		tumble
		twinkle

4. Having built a foundation for dealing with unaccented syllables such as the one outlined above, students will be prepared to continue their decoding of multisyllable words that contain all phonemes of the English language and the various spellings of unaccented vowels. Guidelines provided on the next page help teachers equip students with strategies needed to decode any English word.

Phonics Instruction Within the Context of an Integrated Reading Lesson Format

Research has shown that students benefit from a comprehensive and balanced classroom literacy program. What instructional components are important enough to include in most reading instruction?

Several widely used, research-based intervention programs such as Reading Recovery, Direct Instruction, and Language! are characterized by structured routines and procedures. Most of these programs integrate variations of three common components: rereading familiar text, focusing on words, and guided reading of new text. Teachers can use these components in a lesson plan that matches the needs of individual learners. The needs of the learner should guide the amount of emphasis given to each component.

This reading lesson format assumes the following:

- A teacher works with a small group of children who are similar in their reading development and able to read about the same level of text.
- The teacher assists students in ways that make them independent decoders and comprehenders.
- The components of the lesson may occur in any order. For example, the teacher may focus on words before the reading, after the reading, and briefly during the reading.
- The emphasis is on reading increasingly challenging books over time.

Note to Presenters: Throughout this module we have emphasized that the best practice activity for increasing reading skills is reading. Have participants practice developing a lesson using the three-part lesson format outlined on the next page. Model the framework using a decodable text. Have participants choose a decodable text with which to illustrate the format. Teachers of struggling readers work with students who have many sight words, beginning decoding skills, and beginning comprehension skills. If so, the reading lesson format should be practiced with any reading material assumed to be at the students' instructional level. Point out that this lesson format will be called an instructional framework in the module dealing with struggling readers. Relate this framework to the components of an explicit phonics lesson listed on p. 16.

Three-Part Lesson Format

Rereading Familiar Text

Definition: Students reread previously read text.
Emphasis: Developing accuracy, automaticity, and fluency as well as providing additional opportunities to refine and self-regulate the building of meaning; developing confidence and motivation.

Focusing on Words

Definition: Teachers provide explicit and systematic decoding instruction that matches the instructional needs of the students (e.g., developing phonemic awareness; expanding knowledge of letter-sound correspondences; recognizing high-frequency words; decoding chunks of words; writing words and sentences that use the words being studied; studying prefixes, suffixes, root words, and other morphemes). This component may occur before, during, or after Guided Reading of New Text.
Emphasis: Enhancing the building of meaning by developing the knowledge, skills, strategies, and self-regulating behaviors needed to read with accuracy and automaticity and to figure out unfamiliar words rapidly and efficiently.

Guided Reading of New Text

Definition: Teachers support students in building meaning and solving problems as students read unfamiliar text at increasingly challenging levels. Support is provided before, during, and after reading as required by the learner.
Emphasis: Developing and orchestrating the knowledge, skills, and strategies necessary to engage in active building of meaning and self-regulation; nurturing the motivation needed to activate and sustain this process.

General Guidelines for Responding to Oral Reading Errors

- The best practice for struggling readers is oral reading of books. Students need to read books on their instructional level every day, and teachers need to respond appropriately to any reading errors.

- Teachers have an important instructional role when they hear students make errors during oral reading. That role is to help students become independent readers. If students already knew how to attack unknown words, they would do so.

- Effective responses to oral reading errors introduce strategies that students can learn to use independently.

- Effective responses to oral reading errors are brief so that efforts to gain meaning from the text are not disrupted for too long.

- Generally, we do not correct errors that don't change meaning, e.g., *home* for *house* (nature of the error), but this may depend upon the purpose of the lesson and needs of the learner.

- All responses to oral reading errors are dependent on the context. For example, if students are practicing in decodable texts, if the meaning is easily accessible, and/or if the reading is a rereading, teachers may extend their period of help or stop the reading and ask the student to practice more by himself/herself (purpose of the lesson and needs of the learner)

- Generally, progress is most rapid when students practice in material where they are about 95% accurate. If students are struggling with many words, the best response may be to find another book (purpose of the lesson and needs of the learner).

Note to Presenters: Steps suggested in A Procedure to Use When Students Make Oral Reading Errors (next page) must be modeled by the presenter and practiced by the participants. It is suggested that presenters collect examples of short passages at various levels of difficulty. The presenter will establish a context and model the steps suggested with two or three participants. Then participants will practice the recommendations with each other. Participants will be paired so that they can alternate between being the teacher and role playing the student. Following teacher role play, presenters can ask questions and discuss answers.

A Procedure to Use When Students Make Oral Reading Errors

➢ **Wait and write.**

- Wait five seconds or so. While you wait, write the attempt(s) over the word.

comee, comic	hAv, heavy
come	*have*

- Observation of types of errors can help direct future decoding lessons.

➢ **Send 'em on.**

- Suggest reading the rest of the sentence after the student has made an attempt at decoding the sound-symbol correspondences. With partial decoding, this contextual boost can lead to complete recognition.

➢ **Provide brief help.**

- Try hints such as the following.

Cover Up –	Covering part of the word to simplify decoding
Point Out –	Explaining for *drew* that *ew* is sounded /uw/
Use Known –	Referring student to a known word that provides a clue (e.g., Write *new* and say, "It looks like this word you already know.")

- Generally, say or do just one thing. Experts may vary from this when the situation and the student suggest it.
- Avoid merely saying "skip it" or "sound it out." We want to encourage attempts and we want to provide help with the attempt.
- Avoid hints such as referring to the pictures, to meaning, or rhyming words. These clues will not help in the long run.

➢ **Tell if you must.**

- If the brief help doesn't lead to word recognition, tell the word.
- This is not the time for a phonics lesson.

➢ **Send 'em back to reread.**

- This shifts attention to the meaning of the story and gives practice with the word that caused the trouble.
- Ask student to reread whether student reads word or teacher tells word.

Notes to Presenters: Ask participants to read through this page and identify any suggestions that create concern for them Use this page as a guide for participating in role-playing activities that invite teachers to share what they would say when a student stumbles on a word in a given text.

Fluency

Fluent reading is easy, flowing reading. Beginning readers usually do not read fluently; in fact, for some, reading can be a word-by-word struggle. Fluency develops over time, usually signaled by oral reading that becomes faster, smoother, and more expressive.

How do we help children struggling with slow, painstaking sounding out and blending? Support and encourage them. Effortful decoding is a *necessary step* toward automatic word recognition. Accurate, automatic word recognition is a necessary step toward fluency.

Fluency, however, is more than automatic word recognition. It includes comprehending connected text and coordinating word recognition and comprehension in an effortless manner. As readers develop, oral reading becomes quieter (perhaps "whisper reading") and effortless silent reading becomes the norm.

In general, the fluency formula is: Read and re-read decodable words in connected text. First, ask students to decode unknown words rather than guess from context. Use text with words children can decode using known correspondences. Use whole texts to sustain interest. Ask students to re-read sentences that require effort. There are two general approaches to improving fluency. The direct approach involves modeling and practice with repeated reading under time pressure. The indirect approach involves encouraging children to read voluntarily in their free time.

1. **Direct approach: Repeated readings**. In repeated reading, children continue working with each text until it is fluent. Repeated reading works best with readers who have reached at least a primer instructional level. Use a passage of 100 words or so at the instructional level. The text should be largely decodable. Two ways to frame repeated readings are:

   a. Graph how well students read with a "1 Minute Read." Graphing is motivating because it makes progress evident. Emphasize *speed* as well as accuracy. Set a reachable but challenging goal, e.g., 85 words per minute. Have the student read for 1 minute. Count the number of words read, subtract the misread words, and graph the result with an easily understood chart.

b. Use check sheets for partner readings. Begin by explaining what you'll be listening for; model fluent and nonfluent reading. For example, show the difference between smooth and choppy reading. Show how expressive readers make their voices go higher and lower, faster and slower, louder and softer. Pair students and have students take turns being the reader and the listener. The reader reads a selection *three times*. The listener gives a report after the *second* and *third* readings.

I noticed that my partner ...

After 2nd	After 3rd reading	
☐	☐	Recognized more wo
☐	☐	
☐	☐	Read faster
☐	☐	Read smoother

2. **Indirect approach: Voluntary reading.** Sustained silent reading (SSR, a.k.a. DEAR, "drop everything and read") gives children a daily opportunity to read and discover the pleasure of reading. SSR has been shown to lead to more positive attitudes toward reading. In addition, the use of peer discussion groups with SSR leads to gains in reading achievement. Generally, three "cardinal rules" apply to SSR: everybody reads; there are no interruptions; and no one will be asked to report what they have read. It is essential that students feel that this is a period of free reading, with the emphasis on reading for enjoyment.

Other essentials for encouraging voluntary reading include a plentiful library of books and frequent opportunities to choose. Children should be allowed and encouraged to read page turners (e.g., easy series books) rather than the classics for their independent reading. For gaining fluency, quantity is more important than quality.

Book introductions help children make informed decisions about what they want to read. For an effective booktalk, choose a book you like. Show the illustrations to the students. Give a brief talk, hitting the high points. Good booktalks often feature some oral reading, e.g., of a suspenseful part.

REPEATED TIMED READINGS

Repeated timed readings of passages can be valuable tools for monitoring students' growth in reading. Repeated timed readings are designed for teachers to assess student reading in a one-to-one setting. The teacher listens to the student read a passage and counts the number of words read correctly on leveled (or graded) passages. The student data can be used to measure individual student growth and to evaluate the effectiveness of instruction.

Assessing the number of words read per minute has proven to be easy, valid, and reliable measures of reading progress. Any repeated timed reading procedure has several components:

- A series of leveled passages.
- Multiple examples of passages for each level that reduce variability in scores due to differences in passage difficulty.
- Guidelines for setting reasonable goals for students at various levels of reading proficiency.
- Procedures for administering the Repeated timed readings (e.g., if students are instructed to read the title, how teachers are to decide when to tell a student a word they do not know, how many times the student should be allowed to reread the same passage).
- Sheets for recording students' scores on their timed reading and rereadings.
- A watch with a second hand or another timing device.

Schools can select their own series of leveled passages and develop their own assessment procedure. They might apply readability formulas to passages from basal series. They might use a list of leveled texts already in existence, such as the list provided in Appendix M of *Guided Reading* by Fountas & Pinnell. Other schools may want to purchase leveled passages and scoring procedures from a source such as Children's Educational Services, Inc., 16526 W. 78th Street, Suite 162, Eden Prairie, MN 55346-4358 (e-mail to info@readingprogress.com and fax to 612-934-6964)

Note to Presenters: Repeated timed readings have tremendous motivational effects and contribute substantially to fluency. This page provides general information. Pages 29 and 30 provide examples of a sheet for recording student scores and a leveled passage.

Timed Reading
(Words Per Minute)

Name:

Instructional Level

Direct Instruction: **Other:**

Accelerated Reader:

TITLE:	A Living Fossil					Power Swooper					
Level:	34					34					
99											
96											
93											
90											
87											
84											
81											
78											
75											
72											
69											
66											
63											
60											
57											
54											
51											
48											
45											
42											
39											
36											
33											
30											
27											
23											
21											
18	X										
15											
12		X				X					
9			X								
6											
3							X				
0								X			
Dates:	12/11	12/12	12/13			12/11	12/12	12/13			

Best WPM			

Code: · = number correct per minute
x = number incorrect per minute

Note to Presenters: Blank form of this page found on p. 41.

POWER SWOOPER

It's a speck! It's a bird! It's a hawk, and it is powerful!

Hawks are birds of prey. That means that they hunt other birds and small animals for food. They have sharp eyes and can see a long distance. They will fold their wings and rapidly

50

swoop | down upon lizards, small birds, rabbits, insects, or squirrels. They like to do their hunting at dawn, but will hunt whenever they can find food. They will catch the animals in their claws and take them to a safe place for breakfast, lunch or dinner!

100

The female hawk is usually larger | than the male. Both have short wings, long legs, a curved beak, and sharp claws. Both help to make the nest, hatch the eggs, and care for the young.

Hawks live in places where there are trees. You will often see them perched far up on a branch. There they can spot their

next meal!

Section 3: TEACHING SPELLING

Goal

10. Participants will know how to teach spelling in ways that enhance decoding, strengthen visual imagery, and give appropriate emphasis to spelling rules and patterns.

Assumptions

1. Phonemic awareness needs to form the backbone for spelling instruction. Without it, spelling words appears as memorizing arbitrary letter strings.

2. Expert spellers visualize words and have the ability to store and retrieve the visual form of words in their brains. Consequently, spelling instruction must provide activities that strengthen visual imagery because the greatest help in spelling English words is to recognize when it "looks right."

3. Within the English language there are reliable patterns and rules for spelling. Knowledge of a few rules that apply to large numbers of words and have few exceptions and observations of common patterns help economize the teaching of spelling because the spelling of each word does not have to be memorized separately.

4. Self-correction needs to be used extensively in spelling instruction. Self-correction increases spelling proficiency (Stetson, E. & Boutin, F., 1980) and prepares students for the real-life application of spelling proficiency in activities such as proofreading.

5. Good spelling instruction, like good phonics instruction, is compatible with two facts about written English:

- That one particular phoneme may be represented by a number of different spellings (/k/ can be spelled *k*iss, li*k*e, si*ck*, *c*at, *ch*orus, wa*lk*, a*che*, o*cc*ur, tre*kk*ed, *qu*ay, cli*que*, lac*qu*er, sa*cch*arine, choc*o*late, *kh*aki).

- That one particular spelling can stand for a number of different phonemes. (The letter *a* can have as many as 10 sounds as illustrated by the sentence: "*A*ll w*a*s d*a*rk *a*nd m*a*ny h*a*res r*a*ced *a*round the vill*a*ge sw*a*mp.") Done well, spelling instruction can generate a fascination with the phonemes and spellings of the English Language.

Parameters

1. Spelling instruction connects with writing instruction in a number of ways. Examples:

- Research has shown that use of temporary spelling during the writing process leads to longer stories, better word recognition, and better spelling.

- Generally, we agree that attention to accurate spelling is appropriate during the editing phase of the writing process. Don't allow concern for perfect spelling to interfere with the composing process.

  Here we are using *spelling instruction* to refer to a systematic effort that is part of the daily language arts program and in which spelling is taught directly.

How to Study Spelling Words: Emphasis on Phonemic Awareness and Visualization

Without phonemic awareness, word spelling resembles rote memorization, a process similar to how we learn telephone numbers. Without visualization, the only authority for how to spell English words is a dictionary or someone who knows. (Even spell checks require confirmation by the user.) The procedure outlined below emphasizes the two indispensable ingredients of proficient spellers: phonemic awareness and visualization.

1. **Say the word.**
   Clarify meaning. Be sure you can use the word in sentences.

2. **Stretch the word.**
   Clarify the number of syllables. Work by syllables if necessary. If a sound cannot be stretched, stutter it. For example, the word *night* could be stretched and pronounced (/n/ /n/ /n/ /I/ /I/ /I/ /t/ /t/ /t/).

3. **Count the sounds and draw blanks to stand for the sounds.**
   top = ___ ___ ___ = 3 night = ___ ___ ___ = 3

   traditional = ___ ___ ___ / ___ ___ / ___ ___ ___ / ___ ___ = 10
   (Note: The number of sounds is important, not the way the word is divided into syllables.)

4. **Record the spelling sound by sound.**
   top = ___ ___ ___ night = ___ ___ ___

   traditional = ___ ___ ___ / ___ ___ / ___ ___ ___ / ___ ___

5. **Look at the word carefully.**
   Take a picture of the word. Notice any trouble spots (*igh* for /I/).

6. **Visualize the word.**
   Shut your eyes and see the word. Do stunts to verify your visualization, e.g., make the spelling for the /I/ large and colored. (n igh t).

7. **Write the word.**
   Without looking at the word, except in your mind, write the word. Compare the written word with the model.

Rules in Spelling Instruction

Although there are 314 spelling rules, there are only a few generalizations that occur frequently enough to make using them instructionally sound. These rules are:

1. *q* is always followed by *u* (quiet, queen, quack).

2. *i* comes before *e*, except after *c* (chief, ceiling, receive) or when sounded as *a* as in neighbor and weigh.

3. No English word ends in *v* (have, gave, glove, live)

4. Concerning plurals …

- Add *es* to words ending with *s, ss, sh, ch,* or *x* (passes, slashes, churches, foxes).

- Change *f* or *fe* to *v* and add *es* (knife to knives, half to halves).

5. Concerning suffixes other than plurals …

- Keep the final *e* when the suffix begins with a consonant (advancement).

- Drop the final *e* when the suffix begins with a vowel (hoping, giving, having), except when the vowel ends in *ce* or *ge* (ages, noticeable, courageous).

- Change *y* to *i*, unless the suffix begins with *i* (happily, buried, burying, carried).

- Change *c* to *ck* (picnicking, panicky, trafficking, frolicking).

Patterns in Spelling Instruction

Regarding the use of patterns in spelling instruction, teachers need to keep in mind the following guidelines:

- The deliberate introduction of a few spelling patterns can heighten students' awareness of the logic of English spellings and create a "detective" or "research" attitude in learners.

- The teacher's role is to present a list of words capable of illustrating a pattern. The student's role is to discover the pattern and verbalize the generalization.

- Patterns work for a high percentage of words but not all words. Teachers need to generate an atmosphere of excitement around the discovery of exceptions to the patterns. Examples of patterns worthy of exploration are listed below.

1. Collections of the most common spellings of /k/ could yield the following:

k	**c**	**ke**	**ck**
keep	**c**ap	li**ke**	ne**ck**
kilt	**c**ost	ba**ke**	si**ck**
s**k**y	**c**ut	jo**ke**	tra**ck**
s**k**ill	**c**lass	Mi**ke**	pi**ck**
s**k**etch	**c**act	stri**ke**	**sock**
boo**k**	**c**rap	bro**ke**	**luck**
pee**k**	**c**ratch	wo**ke**	tru**ck**
mil**k**	**c**ivic	ta**ke**	**brick**
ta**sk**	traffi**c**		
too**k**	**c**ome		
wor**k**	**c**lose		
loo**k**	**c**lock		
thin**k**	**c**riminal		
than**k**	**c**apable		

What generalizations might be drawn???

a. **K** is used in the initial position before *e, i,* or *y* only.
b. Use ***ck*** after short vowels in one-syllable words.
c.
d.

2. A study of all the spellings of /ch/ might lead to observation of how /ch/ is spelled.

tch	**ch**	**ch**	**t**	**c**	**che**
ma**tch**	spee**ch**	**ch**in	pic**t**ure	**c**ello	ni**che**
Du**tch**	por**ch**	**ch**urch	fea**t**ure		apa**che**
ske**tch**	pou**ch**	**ch**ildren	furni**t**ure		
pi**tch**	sandwi**ch**	**ch**icken			
blo**tch**	enri**ch**	handker**ch**ief			
ke**tch**up	su**ch**	whi**ch**			

Can you find examples of words for the rare spellings of /ch/???
What generalizations might be drawn???

a.

b.

***When working with patterns, be prepared for the exceptions. They make the study more fun!!!

Appendix A

English Phonemes and Example Words Showing Common Spelling(s) of Each Phoneme

Phoneme Symbols Used by Linguists	Symbols Used in Module	Spelling(s) and Example Words
/ey/	/A/	*a* (bake), *ai* (train), *ay* (say)
/æ/	/a/	*a* (flat)
/b/	/b/	*b* (ball), *bb* (ribbon)
/k/	/k/	*c* (cake), *k* (key), *ck* (back)
/d/	/d/	*d* (door), *dd* (sudden)
/E/	/E/	*e* (me), *ee* (feet), *ea* (leap), *y* (baby)
/ɛ/	/e/	*e* (pet), *ea* (head)
/f/	/f/	*f* (fix), *ph* (phone), *ff* (off)
/g/	/g/	*g* (gas), gg (egg), *gh* (ghost)
/h/	/h/	*h* (hot)
/ay/	/I/	*i* (bite), *igh* (light), *y* (sky), *I*
/ɪ/	/i/	*i* (sit)
/j/	/j/	*j* (jet), *dge* (edge), *g* (gem)
/l/	/l/	*l* (lamp), *ll* (ill)
/m/	/m/	*m* (my), *mm* (comma)
/n/	/n/	*n* (no), *kn* (knock), *nn* (funny)
/ow/	/O/	*o* (bone), *oa* (soap), *ow* (low)
/ɑ/	/o/	*o* (hot)
/p/	/p/	*p* (pie), *pp* (happy)
/r/	/r/	*r* (road), *wr* (wrong)
/s/	/s/	*s* (say), *c* (cent), *ss* (pass)
/t/	/t/	*t* (time), *tt* (better), *ed* (flipped)
/ʌ/	/u/	*u* (thumb)
/v/	/v/	*v* (voice)
/w/	/w/	*w* (wash)
/y/	/y/	*y* (yes)
/z/	/z/	*z* (zoo), *s* (as), *zz* (dizzy)
/uw/	/OO/	*oo* (boot), *u* (truth)
/ʊ/	/oo/	*oo* (book), *u* (put)
/oy/	/oi/	*oi* (soil), *oy* (toy)
/aw/	/ou/	*ou* (out), *ow* (cow)
/ɔ/	/aw/	*aw* (saw), *au* (awesome), *a* (tall)
/š/	/sh/	*sh* (ship), *ti* (nation), *ci* (special)
/č/	/ch/	*ch* (chest), *tch* (catch)
/θ/	/th/	*th* (thick)
/ð/	/TH/	*th* (this)
/ŋ/	/ng/	*ng* (sing)
/ž/	/zh/	*s* (measure)

Reduced vowels in unstressed syllables

/ə/ /ɨ/ *a* (sofa), *u* (upon), *o* (wagon)
/ɨ/ /i/ *e* (chicken)

Several interesting cases

An r-controlled vowel (sometimes treated as one phoneme, sometimes as two phonemes)
/ɝ/ /er/ *er* (her), *ir* (first), *or* (work)

There are combinations of phonemes that are often treated as one letter.
/y/ /uw/ /yoo/ *u* (use)
/k/ /s/ /ks/ *x* (box)
/g/ /z/ /gz/ *x* (exam)

There is one combination of phonemes that is written with two letters but generally treated as one entity.
/k/ /w/ *qu* (quick)

Note to Presenters: This is merely a catalogue of English phonemes (represented within slashes) and example words that show common spellings (in italics) of each phoneme. The first column contains symbols generally used by linguists to represent phonemes. The second column contains symbols more commonly used in instructional materials and the ones used throughout this

module. This listing is not intended to suggest a progression for instruction.

Appendix B
GLOSSARY OF TERMS

1. **Alphabetic Principle** – The recognition that there are consistent, though not entirely predictable, relationships between the letters of the alphabet and the phonemes of the language so that the letters in a spelling map out the phonemes in the pronunciation of a word.

2. **Auditory Discrimination** – Accurate perception of *sounds of all types*. This should not be confused with phoneme awareness.

3. **Automatic decoding** – Effortless analysis of unfamiliar words that involves strategies such as recognizing familiar word parts or transferring information from known words to an unknown word with a similar spelling pattern.

4. **Automatic word recognition** – The ability to pronounce a word instantly when the word is encountered in a printed work list and/or passage.

5. **Blending** – Smoothing together phonological parts of a word so that the word becomes recognizable.

6. **Explicit Instruction** – Instruction that is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points.

7. **Fluency** – Achieving speed and accuracy in recognizing words and comprehending printed material and coordinating the two with ease. In oral reading fluency is suggested by reading that resembles the speed, intonation, and flow of the reader's speech.

8. **Grapheme** – A letter or digraph (two or more letters) that spells a single phoneme.

9. **Manipulating** – Playing with phonemes by blending, segmenting, adding, deleting, or substituting them in words.

10. **Morpheme** – The smallest unit of meaning. This could be a word (*read*), affix (**pre**read, read**er**) or inflectional ending (read**s**).

11. **Phoneme** – A basic vocal gesture from which words in a language are composed. In this module, phonemes are written within slashes (*/t/*) and spellings of the phoneme are written in *italics*.

12. **Phonemic Awareness** – The recognition of the features, identity, and order of phonemes when they occur in words.

13. **Phonics** – Instruction in strategies needed to decode words.

14. Phonological Awareness – **Awareness of *speech* sounds including spoken words, syllables, onsets (the part of a spoken syllable that comes before the vowel), rimes (the vowel and any consonants that follow it), and phonemes. For example, in *speech*, *sp* is the onset, *eech* is the rime, and /s/, /p/, /E/, and /ch/ are all phonemes.**

15. **Segmenting** – Separating a word into its phonological parts.

16. **Sight vocabulary** – All the words a reader recognizes effortlessly and automatically.

17. **Syllable** – Part of a word that includes a vowel phoneme and that is pronounced as a unit.

18. **Systematic Instruction** – Instruction that is orderly, planned, and gradually builds from basic elements to more subtle and complex structures.

19. **Explicit phonics instruction** – Decoding instruction that is teacher-directed, clearly stated, distinctly illustrated (not ambiguous or merely implied), and capable of clarifying key points about the relationships between the letters of the alphabet and the phonemes of the language.

20. **Systematic phonics instruction** – Decoding instruction that is orderly, planned, reasonably sequenced, and that gradually builds from simple elements to more complex structures.

Appendix C

Phonemic Awareness Resources

1. Only a small number of activities are referenced in this module. Other activities to accompany this module can be found in the following books:

- *Phonemic Awareness in Young Children* by Marilyn Adams (Brookes, 1997)
- *Classrooms That Work: They Can All Read and Write* by Patricia Cunningham & Richard Allington (Addison-Wesley, 1998)
- *Phonemic Awareness Activities for Early Reading Success* by Wiley Blevins (Scholastic, 1997)
- *Phonics from A to Z* by Wiley Blevins (Scholastic, 1998)
- *Teaching Phonics, Phonemic Awareness, and Word Recognition* by Ashley & Suzanne Bishop (Teacher-Created Materials, 1996)
- *The Phonological Awareness Handbook for Kindergarten and Primary Teachers* by Lita Ericson & Moira Graser Juliebo (IRA, 1998)
- *Word Matters* by Gay Su Pinnell & Irene C. Fountas (Heinemann, 1998)
- *Teaching Decoding in Holistic Classrooms* by J. Lloyd Eldredge (Prentice-Hall, 1995)
- *Words Their Way* by Invernizzi, Templeton, Johnston & Bear (Prentice-Hall, 1999)
- *Phonics They Use* by Patricia Cunningham (Addison-Wesley, 1999)

Appendix D
Decodable Texts Sources

Books to Remember
Flyleaf Publishing Co.
P O Box 185
Lyme, NH 03768
(603) 795-2875
www.flyleafpublishing.com

J and J Readers
Language!
4093 Specialty Place
Longmont, CO 80504
(303) 651-2829

Reading Sparkers
The Children's Research and Development Company
216 9th Avenue
Haddon Heights, NJ 08037
(609) 546-9896

Phonics Readers
Educational Insights
16941 Keegan Avenue
Carson, CA 90746
1-800-995-4436
www.edin.com

Project Read
Stories to Read and Take Home
P. O. Box 20631
Bloomington, MN 55420
1-800-450-0343
612-884-4880
FAX: 612-884-6787

The Wright Skills Decodable Books
The Wright Group
19201 120th Avenue NE
Bothell, WA 98011
1-800-523-2371
www.wrightgroup.com

Modern Curriculum Press
P O Box 2649
Columbus, OH 43216
1-800-876-5507
- Phonics Practice Readers

SRA
A Division of the McGraw-Hill Co.
220 East Danieldale Road
DeSoto, TX 75115-2490
1-888-SRA-4543/972-228-1982 fax

Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949
1-800-422-7249/415-883-3720 fax
- High Noon Books
- High Interest/Low Level Decodable Text
- *Angling for Words*
- *Phonic Remedial Lessons*

Touchphonics Readers
Touchphonics Reading Systems, Inc.
4900 Birch Street
Newport Beach, CA 92660
1-800-928-6824

Timed Reading
(Words Per Minute)

Name:

Instructional Level

Direct Instruction: **Other:**

Accelerated Reader:

TITLE:															
Level:															
99															
96															
93															
90															
87															
84															
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Code: · = number correct per minute
x = number incorrect per minute